

## Development of learning achievement and satisfaction on Chinese listening of second-year international students in Guangxi vocational university of agriculture using task-based language teaching

Shuman Qin <sup>1</sup> Suthiporn Boonsung<sup>2</sup>

### Abstract

The purposes of this research were: 1) to compare learning achievements on Chinese listening between pre-test and post-test using task-based learning 2) 1) to compare learning achievements on Chinese listening between post-test and 75% of the criteria using task-based learning 3) to study students' satisfactions towards the task-based learning. The sample was 20 international students in Guangxi Vocational University of Agriculture by simple random sampling. They were selected using the cluster random sampling technique from a classroom. The instruments used for collecting data consisted of: 1) lesson plan that has an average of quality at 4.88 2) an achievement test which has the reliability 0.80 3) the satisfaction questionnaire based on task-based learning which has the IOC 0.60-1.00. The statistics used to analyze the data were mean ( $\overline{X}$ ), standard deviation (S.D.) and t-test dependent.

The results of the research were: 1). Post-test was higher statistically significant than pre-test at 0.05 2). Post-test was higher statistically significant than 75% of the criteria at 0.05 3). The students' satisfaction on Chinese listening using task-based learning was at the highest level, ( $\overline{X}$ = 4.58 , S.D. = 0.31)

**Keywords:** Situational Teaching, Chinese Listening ,  
Task-based Language Teaching and Satisfaction

---

<sup>1</sup> M.Ed. Student of Innovative Curriculum and Learning Management, Pathum Thani University

<sup>2</sup> Lecturer of Innovative Curriculum and Learning Management, Pathum Thani University.  
e-mail: Suthipornb@gmail.com

## Introduction

The development of economic globalization has promoted the globalization of education. Worldwide, the popularity of studying abroad is steadily increasing. With the rapid development of China's economy and the continuous promotion of the Belt and Road Initiative, China has become a popular destination for studying abroad. According to statistics, in 2018, a total of 492,185 foreign students of various types from 196 countries and regions studied in 1,004 institutions of higher learning in China, among which 295,043 were Asian students, accounting for 59.95%. China is the largest destination country for overseas study in Asia.

Guangxi Nanning is the permanent venue of China-Asean Expo, is the core area of China-Asean free trade zone, has gathered all kinds of advantages of resources. With the continuous promotion of the initiative of "One Belt and One Road" and the effective implementation of RCEP, Guangxi is speeding up the construction of China (Guangxi) Pilot Free Trade Zone, actively participating in the construction of the new land-sea Corridor in the west, and constantly deepening the comprehensive cooperation with ASEAN and other countries. "Study in Guangxi" is increasingly popular among students from ASEAN countries. A large number of international students come to Guangxi to study, and with the number of international students in China increasing year after year, the education of international students in China has attracted much attention.

Chinese learning is an important part of international students' education. In Chinese learning, four language skills, including "listening", "speaking", "reading" and "writing", are involved, among them, the ability of "listening" has prominent significance. The prerequisite for a smooth communication activity is to understand the other party's discourse. Therefore, it can be said that listening teaching has a basic and preemptive position in teaching Chinese as a foreign language. Chinese is one of the most difficult languages to learn, and the basic Chinese knowledge of international students is relatively weak, so listening class is undoubtedly an important link to improve their learning enthusiasm. However, how to carry out listening class teaching more efficiently has become one of the problems difficult for many teachers to solve. Compared with comprehensive classes, reading classes and Chinese characters classes,

it is not easy to be a good listening class. Some teachers only play recordings in the listening class, or just describe themselves, without any interactive practice or little practice, and students are completely in a passive and passive position, and their enthusiasm cannot be brought into play. Such a listening class will not have good classroom results.

Many Chinese researchers draw on the latest research results of listening teaching at home and abroad, so as to conduct more in-depth research on the teaching methods and teaching methods of listening class. In the face of these problems, Task-based language teaching is a very key and efficient solution. As the saying goes, students are the main body of activities, and teachers should play a leading role and make some supplements and designs for teaching. Therefore, according to the listening content of the textbook, we can start from the teaching method, and carry out the task subdivision in the listening class according to the guiding principles of TBLT. Different forms of tasks will supplement the teaching content for students, enrich the classroom, make students learn knowledge beyond the textbook, and personally feel that their Chinese listening level has been improved, but also reflect the real purpose of listening class teaching.

### **The Research objectives**

1. To compare learning achievement on Chinese listening between pre-test and post-test
2. To compare learning achievement on Chinese listening with the 75% criteria
3. To study students' satisfaction on Chinese listening using task-based language teaching

### **Research hypothesis**

1. Post-test learning achievement is higher than pre-test learning achievement.
2. Post-test learning achievement is higher than 75% criteria.
3. The students' satisfaction on Chinese listening using task-based language teaching is at high level.

## **Benefits of research**

Hierarchical Task-based Language Teaching can change students' passive attitude towards English reading and enhance their interests in reading. Due to Hierarchical Task-based Language Teaching has absorbed the idea of hierarchical teaching, teachers can give consideration to students' different English levels in the implementation process, and the tasks assigned can be suitable for most students. Therefore, after completing the tasks assigned by teachers, students can not only master the relevant reading skills, but also enhance their confidence in English reading so as to change their attitude towards reading, and have more motivation to English reading.

The application of the Hierarchical Task-based Language Teaching can effectively promote the teaching effect of English reading in vocational college. Hierarchical Task-based Language Teaching is the combination of hierarchical teaching and Task-based Language Teaching. When using Hierarchical Task-based Language Teaching in English reading class, teachers should pay attention to the heterogeneity of students' learning level and the adaptability of task difficulty while keeping the advantages of Task-based Language Teaching. In this teaching process, teachers can make students of different English learning levels in the class master the corresponding reading skills and improve their interest and enthusiasm in learning English reading by completing tasks with no obvious difficulty distinction or open-answer tasks. In this way, teachers' teaching objectives can be achieved and students' reading scores can be generally improved.

## **Scope of research**

### **1. Population and sample**

#### **1.1 Population**

The Population were 46 second-year international students in two classes, Guangxi Vocational University of Agriculture. (46 students)

#### **1.2 Samples**

The Sample was 20 international students in Guangxi Vocational University of Agriculture by simple random sampling.

## **2.Content scope**

The content used in this research was Chinese listening course, broken down as follows:

2.1 Scene listening (including greeting shopping, invitation, blessing, travel, etc.) (3-week course)

2.2 Chinese culture listening (including food, geography, customs and other elements of Chinese culture) (2-week course)

2.3 Chinese fables Listening (including monkey fishing for the moon, Chang'e flying to the moon and other Chinese fables) (2-week course)

## **3. Variables**

Independent Variable: Task-based language teaching.

Dependent Variable: learning achievement and satisfaction

## **4. Length of time spent in research**

Duration of learning management with Task-based language teaching in the first semester of the academic year 2023 using 28 hours, 2 days a week, 2 hours a day.

## **5. Terminology definition**

TBLT can be divided into three stages: "before task", "during task" and "after task". Through group cooperation, discussion, summary and report, students can participate in the teaching and complete the task in the language they have learned, so as to achieve the purpose of using language, and improving students' language application level.

The achievement of Chinese listening is obtained by comparing the scores of the pre-test and the post-test. Pre-test, the researcher selects the content. This is a 30-item, four multiple-choice tests.

Academic achievement is defined as the scores of second-year international students demonstrating their subjective learning ability after using the Task-based language teaching with the Chinese listening course. It was measured from the achievement test, which was measured by using a four-choice, multiple-choice test of 30 items, with the students having higher academic achievement post-test and pre-test after learning that was 75% higher than the criteria.

Satisfaction with learning Chinese listening refers to the feelings and opinions of second-year international students on Chinese listening course. They were divided into 5 levels: Most Satisfied, Very Satisfied, Moderately Satisfied, Satisfied, Least Satisfied.

### **Research instruments**

The tools used to collect information.

1. Chinese listening Learning Management Plan with the Task-based language teaching for 2nd- year international students of Guangxi Vocational University of Agriculture.

2. Pre-test and post-test achievement test, multiple choice, 4 choice, 30 items.

3. Satisfaction assessment.

### **Creation and quality of research instruments**

The tools used in the research are the tools created by the researcher, including:

1. Create a management plan by studying concepts, theories, principles from documents and teaching research using Task-based language teaching, study the Standards for the Quality of Higher Education for International Students (Ministry of Education 2018), study Chinese Teaching Syllabus for Foreign Students in Institutions of Higher Learning (Issued by the Office of the National Leading Group for Teaching Chinese as a Foreign Language) then 2. Make learning management plan for the second year international students in Guangxi Vocational University of Agriculture according to different text topics.

By using the criteria to consider the suitability of a 5- rating scale as follows:

Level 5 means the most appropriate.

Level 4 means very appropriate.

Level 3 means moderate suitability.

Level 2 means less suitable.

Level 1 means least appropriate

The findings are based on an average of the requirements of the criteria. Boonchom Srisaet. (2002) as follows:

Average Comment Level

- 4.51 – 5.00 most suitable
- 3.51 – 4.50 Very appropriate
- 2.51 – 3.50 Moderately appropriate
- 1.51 – 2.50 less appropriate
- 1.00 – 1.50 Least appropriate

The expert review found that the mean of learning management plan was 4.88 means that the learning management plan created is appropriate at the highest level.

2. Create an achievement test which of the content of the purpose Consistency between the test and its objectives Appropriateness for testing time The difficulty and the suitability of the question and options. The criteria for consideration of conformity are as follows:

- +1 means when you are sure that the test measures the purpose.
- 0 means when you are not sure whether the test measures the purpose.
- 1 means when you are sure that the test does not measure the purpose.

The results of the expert review found that the correspondence between the exam and the learning objectives got IOC values from 0.60 – 1.00. the item with difficulty ranging from 0.20 to 0.80. and the authority to the normally classified item, from 0.20 to 1.00.

### 3. create the satisfaction of classes by using TBLT

Offer Advisor as part of monitoring and providing feedback questionnaire be satisfied with the revised data for defects on the recommendation of a professor 's course of study then proposed the five experts to evaluate. Test results were established. Appropriateness for testing time. The difficulty and the suitability of the question and options. The criteria for consideration of conformity are as follows:

- +1 means when you are sure that the test measures the purpose.
- 0 means when you are not sure whether the test measures the purpose.
- 1 means when you are sure that the test does not measure the purpose.

Record the results of each expert's consideration. then find the index. Consistency (the Item Objective Congruence; IOC) The results of the expert review found that the correspondence between the exam and the learning objectives got IOC values

from 0.60 –1.00

### The sequence of presenting the results of the data analysis

The sequence of the presentation of the data analysis are as follow:

1.The comparison of student achievement in reading of college freshmen of non-English major, using hierarchical task-based language teaching with a series of reading Comprehension between post-test and pre-test and pre-test with 75% criteria

2.The results of the analysis evaluated the satisfaction of students, with the use of using hierarchical task-based language teaching a series of reading comprehension.

### Data analysis results

**Table1:** The comparison of learning achievements on Chinese listening between pre-test and post-test using task-based language teaching.

Test score	n	$\bar{x}$	SD	<i>df</i>	t
Pre-test	20	10.03	2.32	19	7.95
Post-test	20	24.03	2.71		

\*\*Statistical significance at the 1% level, t (0.05)

Table 1 was shown that: learning achievement on Chinese Listening using the Task-Based Language Teaching is higher than pre-test with an average of 10.03 and standard deviation of 2.32 and post- test achievement has averaged of 24.03 standard deviation is 2.71 the t- value was 7.95, indicating that the learning achievement of the 2nd year international students who received the learning activities using Task-Based Language Teaching is improved with the statistically significant at 0.01 level, which is based on the hypothesis.

**Table 2:** The comparison of learning achievements on Chinese listening between post-test and 75% of the criteria using task-based language teaching

Test score	n	Full score	Threshold score	S.D.	%	t
Post test	20	30	22.50	2.71	76.60%	2.19



Table 2 was shown that learning achievements on Chinese listening after using task-based language teaching is higher than 75% of the criteria with the average score of 22.50 which is 76.60%, the t- value is 2.19, indicating that the learning achievement of the 2nd year international students who received the Task-Based Language Teaching was statistically significantly higher than the threshold of 75 at 0.01 level, which is based on the hypothesis

**Table3:** Satisfaction on Chinese listening using task-based language teaching

No.	List	Satisfaction		Interpret
		$\bar{x}$	S.D.	
1	Are you satisfied with the classroom situation?	4.90	0.30	the most
2	Is the context of the selected listening questions consistent?	4.62	0.59	the most
3	Are you satisfied with the teaching format of this class?	4.67	0.66	the most
4	Is the time arrangement of this classroom teaching reasonable?	4.71	0.46	the most
5	Do you discuss, negotiate, communicate in class?	4.95	0.22	the most
6	Will the course enable you to grasp the meaning of the listening questions?	4.71	0.46	the most
7	Has the teacher prepared sufficient background materials for the course, such as relevant vocabulary, sentence patterns, background introduction,	4.90	0.30	the most
8	Do teachers provide students with sufficient help in class to guide students to complete their studies?	4.95	0.22	the most
9	Does the teacher give students fair evaluation and suggestions for improvement after teaching?	4.62	0.59	the most
10	Do you think the setting of listening materials meets the needs of daily communication?	4.67	0.66	the most
11	Listen to sentences and repeat them accurately	4.71	0.46	the most
12	Accuracy of filtering information by listening to short conversations	4.86	0.36	the most

Table3: Cons.

No.	List	Satisfaction		Interpret
		$\bar{x}$	S.D.	
13	Are you willing to actively participate in classroom activities?	4.95	0.22	the most
14	Would you like to repeat the sentence you heard in front of the class?	4.95	0.22	the most
15	Is the classroom atmosphere active?	4.90	0.30	the most
Total		4.80	0.40	the most

Table 3 was shown that students are satisfied with using the Task-Based Language Teaching technique in conjunction with a series of activities overall at the highest level. The mean was 4.80 standard deviation was 0.40.

### Research discussion

The result was indicated that;

1. The post-test learning achievements on Chinese listening after using task-based learning is higher pre-test and higher than 75% of the criteria.

Therefore, it can be concluded that management Task-based learning is a learning arrangement that can help students develop Chinese listening abilities. A method for organizing learning that emphasizes on allowing students to demonstrate their potential and ability to perform activities according to The workload is given in a regular, step-by-step manner. It is a process of practicing language skills. Assigned When students receive regular practice on their own, they will develop the required skills and knowledge very well with the teacher explaining the process and sequence of Steps in organizing learning so that students know what they will have to do, make it possible for students learn with clear goals and teachers to prepare students to carry out their duties. It is a learning arrangement that helps encourage students to be more interest in studying Be enthusiastic in doing activities Perform the workload received. Students undergo a step-by-step learning process. Students have practiced on their own. Students develop better listening-speaking skills in Chinese. With the teacher explaining the

arrangement. Learning activities for each hour Makes students learn and practice the activities assigned to them.

Assign in a step-by-step manner Task-based learning management is a method. A form of learning that uses various activities to stimulate students to seek new knowledge, participated in the practice, fun activities. The teacher acts as a learning supporter and facilitator to students by organizing learning that focuses on workloads to make students Understand the content clearly, that is, the steps of the work. Teachers have informed students about Objectives that students must be able to achieve make students have a purpose operation step. Teachers can give students perform the tasks assigned by the teacher. Allow students to perform tasks through multimedia. There is a teacher who explains for understanding. Facilitate students in carrying out their later workloads. Perform the work. Teachers and students jointly summarize the results of the activities and perform the assigned workloads. It promotes students' understanding of the content they have learned. which is consistent with the concept of Nusara Daraphong (2011) Workload-based learning management. It is a learning activity that aims to Students learn from the learning process, thinking process, and work process that depend on the student as much as possible so that students can learn from their work, consisting of 3 steps: Step 1, Step before the performance of the workload, the second stage during the performance of the workload, and the third stage after the performance of the workload. Work, like Sasinat Sankhaburanurak (2017), activities or plans for organizing teaching and learning where learners must practice using language in simulated situations outside of class and in class with the goal of practicing interaction in using language using thought processes. Thanjira Suwansaard (2019) has added that work-based learning management It is a learning activity that focuses on students learning. Consistent with Nusara Daraphong. (2011) that organized work-based teaching and learning, results after organizing learning were higher than before. Organize learning because it is a learning organization where the goals of the workload are communicated, explained, and prepare students by allowing the students to be the ones to carry out the Narinat Aromalin. (2017). 43 students who were the target group after studying with a task-based learning program. The students' speaking ability scores were higher than before the learning intervention. By measuring from behind Learning management had

an average of 15.22 and pre-class measurement had an average of 8.37 out of a full score of 20 points. It is consistent with Thanthep Yenrom (2017). The research found that the average score of sample group is significantly higher than the criteria at the .05 level.

2. Students are satisfied using Task-Based Language Teaching techniques in conjunction with a series of activities over all in all aspects is the teacher teaching media in terms of learning activities, the mean was 4.80, which resulted in the highest level of satisfaction.

This may be because the researcher has designed the learning according to appropriate steps Starting with introducing the topic, clarifying the objectives, presenting knowledge in the field of the language that is necessary for use in the task allows learners to understand the content and have language information. Sufficient to carry out the workload Later, the researcher asked the students to plan. Practice and role play using freely spoken language. There is no need to worry about language grammar, which gives learners confidence in speaking. Finally, the students were asked to analyze the language together and practice using the correct language, making the learners has new knowledge in language and can apply it used to develop speaking abilities English. This learning process is consistent with the ideas of Willis (1996) which is explained in the same way as Workload-based learning management. There are learning management steps including: 1) The step before executing the workload (Pre-task) is the step in bringing to enter the lesson and present vocabulary or useful language expressions that help learners plan and carry out work tasks. 2) Practical steps Task cycle is the process in which learners use the target language to complete a task according to objective 3) Language focus step (Language focus) is a step that helps learners develop. The aspect of using language correctly according to its grammatical structure.

## **Recommendations**

### **Recommendation for applying the research results**

1. When task setting should be combined with students' existing knowledge structure, it must be designed according to students' existing knowledge and experience, and the design is suitable for students' tasks. If the task is set beyond the students'

existing knowledge structure, it will lead to the task can not be completed.

Therefore, when setting tasks, we must have a comprehensive understanding of the students' knowledge structure, including their Chinese level.

2. Task operability should be strong. The important and difficult point of listening class is understanding, which requires that the task setting should be clear. Fully combined with the student's character, simple and easy, can not be lengthy and complicated. Instructions should be precise and clear. On the whole, international students are active and have a high degree of cooperation with classroom activities, so some activities with high activity can be set up. Such as: quick answer, group report and so on.

### **Recommendation for further research**

1. Next time, task-based learning may be used together with teaching techniques that emphasize group practice. and use a variety of multimedia media, etc., to develop students in their ability to listen and speak Chinese To develop and strengthen students' Chinese for the better.

2. There should be a comparison of learning outcomes using task-based learning management with other content details. and with students in other grades as well

### **Reference**

Bunchom Srisa-at. (2017). **Basic research**. Bangkok: Suviriyasan.

Thanjira Suwansa-at. (2019). *Development of learning outcomes on Chinese phonetics. of students Mathayom 2 by organizing work-based learning with TGT techniques*. Subject: Curriculum and Supervision Graduate School Silpakorn University

Thanthep Yenrom. (2017). Development of English vocabulary multimedia in industrial schools using Keyword techniques. *Academic journal Naresuan University Art and Architecture*, 8, 1.

- Narinat Klinhom. (2017). Improving Chinese speaking ability by managing the learning pattern. Emphasis on the workload of Mathayom 5 students. *Khon Kaen University Education Journal*, 40, 2 (April-June)
- Nusara Daraphong. (2011). *Improving the learning outcomes of geometric transformations of students in Mathayom 2 with work-based learning management*. Curriculum and Supervision Department 97 Graduate School Silpakorn University
- Sasinat Sankhaburanurak. (2017). *Developing a teaching model that emphasizes tasks to promote abilities in reading Chinese for understanding for undergraduate students*. Philosophy Degree Thesis 98 Doctor of Philosophy in Curriculum and Instruction Graduate School Silpakorn University. Chinese Studies
- Center Institute of Asian Studies. (2008). *Teaching Chinese in Thailand: Higher Education Level*. Bangkok: Chulalongkorn University
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman Pearson Education.